

# School Improvement Grant Proposal

## Southwestern High School

### Detroit Public Schools

# Southwestern High School

*An International Learning Community*



**August 12, 2010**

**Partner Provider: Model Secondary Schools Project**



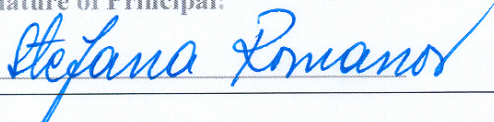
**ATTACHMENT III**

**SAMPLE SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

**The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code Southwestern High School	District Name and Code Detroit Public Schools
Model for change to be implemented:	
School Mailing Address: 6921 West Fort Street, Detroit, Mi. 48209	
Contact for the School Improvement Grant:  Name: Stefana Romanov  Position: Principal  Contact's Mailing Address: 6921 West Fort Street, Detroit, Mi. 48209 Telephone: 313-354-6710 Fax: 313-849-4734 Email address: stefana.romanov@detroitk12.org Second Contact: Linda MacDonald, Model Secondary Schools Project ( Partner ) Telephone: 206-499-8337 Email address: lk@modelschoolsproject.org	
Principal (Printed Name): STEFANA ROMANOV	Telephone: 313-354-6710
Signature of Principal: X 	Date: 08-12-2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	



## **SECTION I: NEED**

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

### **(SEE ATTACHMENT FOR REQUIRED DATA)**

Southwestern's Comprehensive Needs Assessment indicates a number of areas in need of significant and rapid improvement.

#### **Critical indicators:**

- In general, students at all grade levels and all sub-groups are significantly underperforming in core content areas. No sub-group has met AYP targets in the past three years.
- Student mobility, suspensions and absences are frequent disruptors of student progress across most sub groups.
  - In the 2009-10 school year, Chadsey and Southwestern High Schools were merged on the Southwestern campus, further impacting mobility.
- Data for many indicators in the past has been unavailable or not readily available, interfering with reliable monitoring.
- Performance by the school's LEP students frequently exceeds that of the general population, in some cases by more than ten points, notably in Reading and ELA.
- The limited indicators of performance for Special Education students shows no students achieving proficiency, suggesting a need for intensive program improvement, however there is a significant lack of data for the size of the enrolled population in this sub-group.

**Areas of greatest need:**

- Acceleration in development of reading/ELA and math skills, especially at the ninth grade.
- IEPs need to more accurately reflect the individualized needs of Special Education students. Appropriate matching of instructional opportunities and supports with IEPs for all Special Education students.
- Implementation of a best practice model to provide more equitable and substantially improved opportunities for Special Education students – Response To Intervention.
- Alignment of curriculum delivery and instructional practice with content standards, grade level expectations and student academic supports.
- Improved academic supports matched to identified individual needs.
- Collection and utilization of data to drive instruction that meets the learning needs of individuals.
- Enriched instruction that is more engaging for students, a heightened sense of excitement about learning, and improved relationships and communication between the school and its students and families about expectations.
- Increased opportunities for students to expand their educational outlook – raise performance expectations and supports to establish a college-going culture throughout the school for all sub-groups.
- Additional opportunities for students to accelerate their learning through extended day/year, online or on campus access to college level courses, dual enrollment opportunities, and internships.

# Southwestern High School

School Data			Student Connection/School Climate	
Which intervention was selected?			Number of disciplinary incidents:	
Number of minutes in the school year?			Number of students involved in a disciplinary incident:	
Student Data	Percentage Rate		Number of truant students:	
Dropout rate:	35.4		Teacher Data	
Student attendance rate:	69		Distribution of teachers by performance level on LEA's:	
Advanced Coursework	Number	Percent		
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:	0	0		
Number and percentage enrolled in college from most recent graduating class:				

## Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	5.17	7.57	3.92	21.05	27.27	21.69	7.01	8.95	9.43	12.12
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	3.03	8.06		19.69	14.51	15.85	6.06	4.83	12.5	4.83
Hispanic	15.38	19.04	7.4	30.76	54.54	28.57	7.69	17.39	16.66	36.36
White	20		11.11			27.77				
Students with Disabilities		4			12			4		4
Limited English Proficient	14.28	5.88	5.26	28.57	44.44	20.51	7.14	5.26	15.38	22.22
Migrant Student										
Male	5.26	15.68	3.57	13.51	25.49	21.05		7.84	5.4	11.76
Female	7.84	2.43	2.89	27.45	23.8	20.54	10.2	9.3	19.14	14.28
School Aggregate	6.74	9.78	3.2	21.59	24.73	20.76	5.68	8.51	13.09	12.9
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

## Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	477	474	1253	450	27	435	39	102	224						
American Indian/Alaskan Native	4	2	13	4		2		10	3						
Asian/Pacific Islander	3	3	36	2	1	3		24	12						
Black/African American	469	396	564	436	33	353	43	469	95						
Hispanic	165	169	729	148	17	143	26	627	101						
White	70	78	231	65	5	69	9	166	64						
Students with Disabilities	149	157	358	145	4	152	5	307	50						
Limited English Proficient	124	150	296	115	9	130	20	235	61						
Migrant Student		1	6			1			6						
Male	380	364	869	342	38	315	49	725	144						
Female	331	284	704	313	18	255	29	571	131						
School Aggregate	711	648	1573	655	56	570	78	129	275						

### Sub Group Non-Academic Data Analysis

[illegible]

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	477	474	1253						
American Indian/Alaskan Native	4	2	13						
Asian/Pacific Islander	3	3	36						
Black/African American	469	396	564						
Hispanic	165	169	729						
White	70	78	231						
Students with Disabilities	149	157	358						
Limited English Proficient	124	150	296						
Migrant Student		1	6						
Male	380	364	869						
Female	331	284	704						
School Aggregate	711	648	1573						

[illegible]

# Southwestern High School

## Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# of Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
09	190						
09	190						
10	184						
10	184						
11	129						

## Number of Students Enrolled in Extended Learning Opportunities in 2009-10

Grade	# of Student in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Crs	# of Students in Dual Enrollment	# of Students in CTE/Vocational Cllasses	# of Students who have approved/reviewd EDP on File
09	190					
09	190					
10	184					
10	184					
11	129					

## MME Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	6.74	9.78	3.20	21.59	24.73	20.76	5.68	8.51	8.33	13.09	12.90	0.00

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

### School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input type="checkbox"/> <b>General Funds</b>  <input type="checkbox"/> <b>Title I Part A</b> <input type="checkbox"/> <b>Title I Schoolwide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input type="checkbox"/> <b>Title I School Improvement (ISI)</b>	<input type="checkbox"/> <b>Title II Part A</b> <input type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input type="checkbox"/> <b>Section 31 a</b> <input type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b> <input type="checkbox"/> <b>Early Reading First</b>	<input type="checkbox"/> <b>Special Education</b>
<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.</b>			



## SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

*1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.*

The proposal for School Reorganization and Development for Southwestern High School prepared by the School Design Team was presented to the faculty at a meeting in June 2010. The faculty expressed support for the proposal as evidenced by their participation in Summer professional development and content area team meetings.

Staff also met this Spring in multiple teams to analyze data, consider interventions and instructional strategies to complete the School Improvement Plan. The school staff has consistently shown a commitment to engaging in a school wide team effort for systemic change at Southwestern.

*2. Explain the school's ability to support systemic change required by the model selected.*

As a Turnaround school, all school staff and other interested applicants were interviewed during the week of August 9-14. During the interview process, potential staff members are asked about their commitment to being an active and passionate member of the team to implement this plan with fidelity. We anticipate the staff who have been active on the various teams responsible for developing the core elements of this plan during the 2009-2010 school year will want to return to the school and see this plan through.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
9	data not available	data not available	data not available	data not available	data not available	data not available
10	data not available	data not available	data not available	data not available	data not available	data not available
11	21.6% proficient	25% proficient	21% proficient	6.7% proficient	10% proficient	3% proficient
12	data not available	data not available	data not available	data not available	data not available	data not available

This school showed slight improvement in reading or math scores for the first two years and a disturbing decline in both math and reading performance in 2009-10 as determined by state assessments. One contributing factor in the decline may be the merging of Chadsey and Southwestern High Schools in the fall of 2009.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

During the 2009-2010 school year a Data Team, 9<sup>th</sup> Grade Team and 11<sup>th</sup> Grade team met twice a month in person and collaborated for planning and document development using a collaborative online workspace. The efforts of these teams established initial patterns of practice for the implementation of school wide organizational and instructional teams in 2010-11. During the past year, these teams planned instruction for integrated units built around strengths and gaps identified in student performance data, developing protocols and experience to inform future team based instructional improvement efforts. In the coming year, teams throughout the school will increase their utilization of data for monitoring and improving instruction and individualizing to meet the needs of students. Plans include support for building staff capacity in use of data through a school based data center. Support for the use of data will also be embedded into the support and professional development of all organizational and instructional teams at Southwestern during the implementation of this grant, with the expected outcome of improved responsiveness to students needs through a range of solutions including differentiation and interventions.

*5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.*

Daily grade level collaborative planning time is built into the schedule for 2010-11 that will be utilized for embedded Professional Development, data analysis, Response To Intervention, lesson planning and development of detailed learning plans for all students who are not meeting performance expectations. The school is also implementing a daily advisory period in which staff will focus on social/emotional supports for students as well as building stronger adult/student relationships and improving home/school communications. Staff meeting time after school will be blocked into two - 2 hour sessions per month for vertical teaming and additional professional development. We have also allocated 4 to 6 hours per month for additional staff time with coaching support for team identified capacity building such as technology training, curriculum alignment and intensive data study.

*6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.*

MSSP has teamed with the school during the 2009-2010 school year and facilitated a Design Team process to plan for the future of Southwestern. MSSP is committed to continuing to work with the school for as long as needed to assist the school in moving this effort forward. Southwestern is fortunate to have an Attendance Officer who has extensive relationships with parents in the neighborhood and worked with instructional and organizational staff to improve relationships with and involvement of parents. Neighboring businesses such as Arvin Meritor and Marathon Oil have assisted the school with sponsorship of a variety of activities including after school programs, school appearance and safety. A broad cross section of the community including students, alumni, community organizations, parents, the faith based community, political representatives and business partners rallied in spring 2010 when the school was under consideration for closure as part of the district's school consolidation. These groups continue to play an active role in strengthening the schools culture and community relationships and are collaborative partners in a variety of activities. This plan was shared with a meeting attended by 23 community members representing the above groups on August, 10, 2010. They expressed their enthusiastic support for the school improvement effort described in this application and their desire to be active partners in moving forward in the coming years. The common consensus of the group was that this effort would have a significant impact on the school and

believed that this level of change in the school's performance profile would have an equally significant impact on the Southwest Detroit Community.

As other facilities in Detroit's Southwest side have closed, the school is playing a growing role as a community center for the surrounding area. Plans call for further development of the health center on the site and the addition of technology lab for community use developed in collaboration with community partners.

### Section 3: Proposed Activities

#### **3.1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

Stefana Romanov was appointed as principal of Southwestern High School in July 2009. The Model Secondary Schools Project (MSSP) was selected as a school development partner in August 2009. During the 2009-10 school year a design team and three instructional teams were appointed by the principal, with facilitation provided by MSSP, to initiate discussions leading to a plan for the future of the school.

The discussions resulted in a document mapping shifts in the school's organizational structure, instructional supports and capacity building to implement the plan with the expected result of significant improvement in student performance. School faculty met in June 2010 and voiced their support of the plan to reorganize Southwestern as an international themed high school. Faculty also expressed strong support for implementing a 15 minute daily advisory period for all students.

In brief, the school is adopting a school wide theme as an International Learning Community that will serve as the foundation for moving toward more rigorous, integrated learning in courses throughout the school. The school will utilize a Turnaround Model to reorganize itself into instructional and operational teams focused on improving the quality of service delivered. In the coming years, teams will receive support from MSSP and other sources to build coherence about the proposed plan, develop the skills needed for successful implementation, and raise performance expectations school wide. In the coming year, the school leadership team will continue to refine and develop additional details of implementation based on active monitoring of progress toward performance targets.

#### **Adoption of a new school model:**

Southwestern High School will open the 2010-11 school-year with activities to initiate implementation of a school-wide theme as an International Learning Community based on a new Vision and Mission for the school developed by the School Design team in 2009-10.



#### A New Mission for Southwestern High School:

**Our mission at Southwestern High School is to provide our students with outstanding opportunities to prepare for life beyond high school through a rich and diverse exploration of the cultures, literatures, languages, sciences, communications, technologies and innovations that drive our society both locally and globally.**

#### A New Vision for Southwestern High School:

**Our Vision for Southwestern High School utilizes a team based approach school wide to ensure all of our students are successfully engaged by high quality instruction that:**

- Educates all students through instructional opportunities that integrate development and application of knowledge and skills across traditional content boundaries.
- Offers in every course a diverse array of opportunities to engage in exploration and building understanding of cultures and languages around the globe.
- Utilizes technology to expand our cultural and knowledge horizons, examine world cultures, communicate globally, engage in global networks and become accomplished cross cultural navigators.
- Meets all students where they are and provides multiple opportunities to accelerate their learning, close academic knowledge and skill gaps, and turn multi-linguistic capabilities into an advantage.
- Enriches all students' lives and educational progress through a technology rich, challenging and culturally enriched curriculum that prepares them for the world beyond high school.

#### **A. Key Elements of the Plan:**

(A graphic illustration of this plan is included at end of this section.)

**Team Centered Organization:** The school will begin the 2010-11 school year with every staff member assigned to at least one organizational or instructional team using team protocols and guidelines developed by MSSP from research based practices. The model includes four overarching goals that set the focus for the teams:

- Organizational Effectiveness: Southwestern High School will work in teams to take the steps necessary to establish this High School as a high functioning organization characterized by quality of the service we provide to

the various constituencies we serve - students, parents, district, community, and our own staff.

- Key Strategies:
  - Align our collective efforts by working as a team to improve instructional outcomes
  - Advisory serves as foundation for improvements in school culture
  - Engage students with rigorous instruction
  - Utilize all the information and tools we have to meet individual learning challenges
- Support for Academic Performance: As an institution with an educational mission, the entire staff of Southwestern High School will continuously strive through team efforts to more deeply engage in professional habits of practice that result in continuous growth in our organizational capacity to improve academic performance.
  - Key Strategies:
    - Align our collective efforts by working as a team to improve instructional outcomes
    - Advisory serves as foundation for improvements in school culture
    - Ensure All Students Have Adequate Academic Support
    - Utilize all the information and tools we have to meet individual learning challenges
    - Add an Academic Dean to support all areas of student performance, professional development, and data analysis.
- High Performance School Culture: Southwestern High School will go as far beyond the traditional boundaries of time and place as we need to go to provide adequate academic supports and instructional practices to drive significantly improved student academic performance and life impacting academic and social skills.
  - Key Strategies:
    - Align our collective efforts by working as a team to improve instructional outcomes
    - Advisory serves as foundation for improvements in school culture

- High Performance Expectations Are the Norm
  - Utilize all the information and tools we have to meet individual learning challenges
  - Increased use of rigorous high level courses to include Dual Enrollment, AP, IB.
- Art & Science of Teaching: As a result of our team efforts, Southwestern High School will become a school recognized for the value of its program of study, the attractiveness of its school environment and its ability to prepare students for the future.
    - Key Strategies:
      - Align our collective efforts by working as a team to improve instructional outcomes
      - Advisory serves as foundation for improvements in school culture
      - Engage students with rigorous instruction
      - Utilize all the information and tools we have to meet individual learning challenges.

### **Core High School Turnaround Goals:**

Goals and objectives to guide the efforts of each team were established by the School Design Team. Each team will receive professional coaching in practices and protocols and embedded training to build the capacity to meet the school's performance targets. Students are grouped for scheduling whenever feasible to maximize opportunities for common planning time for each instructional team.

- Goal #1: Organize our school in teams to achieve a state of operational efficiency and effectiveness that provides satisfactory service to all our constituents.
- Goal #2: Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.
- Goal #3: Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of

teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring staff.

- **Goal #4:** Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.
- **Goal #5:** Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas.

### **High School Turnaround Objectives:**

- **Goal #1:** Improve organizational effectiveness by:
  - Organizing and assigning responsibility for quality of all major operational initiatives by work teams
  - Principal, assistant principals and key instructional leaders have access to frequent, readily available and engaging coaching in organizational planning and development
  - Provide technical assistance in alignment of organizational initiatives and resource allocation
  - Provide technical assistance in developing, monitoring and responding to performance benchmarks.
- **Goal #2:** Expand support for high level academic achievement by:
  - Establishing instructional teams that collaborate horizontally and vertically to improve alignment and coherence of instruction
  - Provide grade level teams with the time and tools to monitor and intervene when student performance falls below expectations
  - Provide high quality extended day and extended year options to help students build and extend core skills and knowledge
  - Offer a broad range of high academic performance options allowing students to reach beyond common performance standards (IB/AP).
- **Goal #3:** Establish a School Wide Culture of High Performance Expectations by:

- Engaging instructional and operational teams in identifying the benefits and demands of delivering on high performance
  - Building a habit of recognizing and reinforcing high performance when and where it occurs
  - Quickly recognizing and addressing low performance issues at the team level
  - Demonstrating daily our concern for student's success, our encouragement of their dreams, and our faith in their ability.
- **Goal #4: Demonstrate the Art & Science of Engaging Teaching by:**
    - Aligning our instructional efforts to help students make sense of the interdisciplinary relationships embedded in our learning standards
    - Utilize technology, text, and community based resources to provide students with the broadest possible understanding of the context and applications of their developing knowledge and skills
    - Ensure that all instruction is student centered and engaging by monitoring the instructional outcomes of our teaching, engaging in peer observations and coaching, and utilizing opportunities to extend and improve instructional practice.
  - **Goal #5: Improve Student Performance in Core Content**
    - Achieve our student proficiency targets in ELA.
    - Achieve our student proficiency targets in Math.
    - Achieve our student proficiency targets in Science.
    - Achieve our student proficiency targets in Social Studies.

## **Establishing and Supporting the Work of Teams:**

Teams will have the primary role in development of the school. Faculty will be assigned to horizontal (grade level) teams based on their primary teaching assignment and vertical (content area) teams with primary responsibility for improving student performance. Instructional and operational support personnel will be assigned to teams based on job function and/or impact area with a primary role in improving quality of service in all aspects of school operations. A school leadership team will have the role of monitoring and supporting team efforts and



making decisions about school goals and additional planning. The school leadership team will include team leaders from the schoolwide teams.

Teams will be supported by coaches from MSSP using the following guidelines for team practice in a Team Centered Organization:

- *Utilizes the talents and skills of its members to achieve common goals*
- *Strives for continuously improving quality of service*
- *Sets its own performance standards aligned with expected outcomes*
- *Meets frequently to establish team standards and resolve challenges*
- *Utilizes data to monitor performance and guide improvement*

The following outlines the general sequence of planned activities for team development. This may be modified as needed to best fit the progress and needs of the team:

- **Build Coherence about School Plans**
  - Establish teams
  - Set objectives aligned with goals
  - Review initial data
  - Establish benchmarks
- **Build Foundational Capacity**
  - Build capacity for team based work
  - Establish team protocols and expectations
  - Identify core instructional needs
  - Analyze instructional core and student work for alignment
- **Reinforce Best Practices**
  - Review first year progress & set team goals
  - Refocus team efforts and support to align with goals
  - Deepen the focus on instructional outcomes
  - Explore new solutions
- **Expand & Extend Capacity Building**
  - Review second year progress & set new team goals
  - Refocus team efforts and support to align with goals
  - Deepen the focus on instructional outcomes
  - Explore new solutions

Research based practice standards for further development of teams: ([centerii.org](http://centerii.org))

- ☐ Incorporate team structures into the school improvement plan and school governance policy.
- ☐ Develop written statements of purpose and by-laws for each team's operation.
- ☐ Provide teams with work plans for the year and specific work products to produce.
- ☐ Insure that all teams prepare agendas for their meetings, maintain minutes, and catalog their work products.
- ☐ Maintain a file of the agendas, work products, and minutes of all teams.
- ☐ Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. A rule of thumb is that Leadership Teams and School Community Councils meet twice each month for an hour each meeting; Instructional Teams meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans.
- ☐ Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.
- ☐ Provide professional development on effective teaming practices.

**School Data Center:** The school will establish a data center to support the collection, analysis and utilization of data by all school staff. Plans call for a data center that serves as the nerve center of the school, uncovering trends and improving accessibility and utilization of performance data. Critical data points and progress toward targets will be on display using bulletin boards and other data displays, and incorporated into building communications. A key function of the data center will be supporting integration of performance data into team discussions.

## **B. Required Activities for School Turnaround:**

### **Replacement of the School Principal:**

Stefana Romanov was appointed as principal of Southwestern High School for the 2009-10 school year and is continuing as principal for 2010-11.

### **Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs:**

The leadership team will utilize a computer based walkthrough instrument linked to a database using the Indicators of Effective School Practice from the Center on Innovation and Improvement, and other sources, to monitor the effectiveness of the organizational and instructional change strategies as they are implemented. Instructional and organizational teams will also utilize similar tools to facilitate peer

observations. Indicators of progress will also be maintained, distributed and displayed by the school data center.

Walkthroughs will be utilized frequently enough to provide a continuous flow of performance data to allow the leadership team, and instructional teams, to effectively monitor the impact of their instructional planning, teaching strategies and instructional interventions. The expectation is that every classroom will be observed multiple times each week. Walkthroughs will also extend beyond the classroom to identify areas of success and areas of concern throughout the school (hallways, lunchroom, entry doors) to monitor the impact on overall school culture and climate.

Research based practice standards for measuring changes in instructional practice:  
(centerii.org)

- ☐ Determine which method for using instructional practice data will be used and provide ongoing professional development (Hall & Hord, 2001; Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009; Watanabe, 2002; Hasbrouck & Denton, 2005).
- ☐ Identify the group or individual teachers who will participate. This is often based on identifying classrooms where student need is the greatest.
- ☐ Allocate time to implement the method.
- ☐ Provide consistent administrative support (Hall & Hord, 2001). Make adjustments that create blocks of time for teachers to collaborate; find appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation (such as a “thank you”) to more concrete rewards such as stipends or graduate credit.

### **Screen all existing staff and rehire no more than 50%:**

As a Turnaround school, all school staff and other interested applicants were interviewed during the week of August 9-14. During the interview process, potential staff members are asked about willingness to commit to being an active and passionate member of the team, implementing this plan with fidelity. (For more detail see Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.)

### **Remove leaders/staff who have not increased achievement:**

See Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.

### **Select new staff:**

See Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.

**Implement Strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions:**

Throughout the coming years, Southwestern High School anticipates using School Improvement Grant and other funds to provide career incentives and flexibility for team leaders that will allow these key instructional leaders to develop a broader knowledge base of instructional issues in identified areas of need. Funds will also be utilized to provide additional opportunities for staff through professional development activities, conferences and school based seminars allowing team members to develop expertise in identified solutions.

The school will implement other incentives aligned with the proposed DFT agreement for improving school and student performance.

**Provide staff with ongoing, high quality, job-embedded professional development aligned with the instructional program and designed with school staff:**

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives with the team and school goals as well as utilizing best practices for embedded professional development. Coaches will meet a minimum of once per week with their teams. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. "Unpacking the standards" will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches.

Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by MSSP

to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed by October 1, 2010 with input from teams on PD needs to support implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

**Adopt new governance structure:**

The district is establishing an office of high priority schools to support school turnaround efforts.

**Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as with State academic standards:**

The team based structure of the school and grade level common planning time will establish the opportunity for teams to make best use of performance data to impact instruction. Content area teams will meet twice monthly during the Wednesday two hour block after school with the assistance of content area coaches to review the planned sequence of instruction in content area courses and ensure that classroom instruction aligns with academic standards. The discussion in these teams is expected to enhance and focus the work of grade level teams in planning classroom instruction and identifying gaps that need additional attention, especially learning gaps that cross-content area boundaries. The experience of grade level teams in planning cross content area instructional activities is also expected to inform discussion about how to better sequence presentation of concepts and practice in foundational skills that are impacting student performance in the content areas.

Integration of the International Learning Community theme into instruction is expected to occur at all grade levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of this cross cultural context within instruction throughout the school. This will give teachers the opportunity to explore new instructional resources, with an expected focus on technology based resources from sources around the world, as well as



utilizing technology to interact with classrooms and online resources in other schools, colleges, international connections and museums.

The focus on monitoring, analyzing and applying data in the grade level teams coupled with resources, encouragement and coaching in the best use of innovative instructional practices and materials is expected to bring a higher level of engagement opening the door to increased rigor and the broadening of student understanding of interrelated concepts.

Research based practice standards for aligning instruction: ([centerii.org](http://centerii.org))

- ☐ Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas (Bhola, Impara, & Buchendahl, 2003; Blank, Porter, & Smithson, 2001; English, 1980; Glatthorn, 1999; Kurz, Elliot, Wehby, & Smithson, 2009; McGehee & Griffith, 2001; Porter, Smithson, Blank, & Ziedner, 2007).
- ☐ Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards (Blank, Porter, & Smithson, 2001; English, 1980; Koppang, 2004).
- ☐ Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

### **Promote continuous use of student data to inform and differentiate instruction to meet student needs:**

At the heart of Southwestern High School's school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when, where and how to take steps that will result in improved performance. Each operational and instructional team has a team leader and a set of goals relating to improved quality of service. Collecting and analyzing data combined with reflective review of causes and consideration and implementation of solutions will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

Two areas of particular focus throughout the school will be utilization of student data to reinvigorate instructional practices to ensure the individual learning needs of English Language Learners and Special Education students

are met, including high performance expectations and meeting performance standards.

**9th Grade Academy:** Fall 2010 will see full implementation of a 9<sup>th</sup> grade academy, beginning with a summer transition program in August and continuing throughout the year with a focus on accelerating the literacy and numeracy of incoming high school students. Students will have a two period schedule for ELA and Math. The ninth grade team will receive additional training in use of early warning indicators and will use data intensively to monitor student progress and plan interventions.

**Instructional teams:** Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives with the team and school goals as well as utilizing best practices for embedded professional development. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions.

**Establish schedules and implement strategies that provide increased learning time:**

Student learning time will be increased by ensuring students have more opportunities to learn, especially in critical content areas:

- Double periods of ELA and Math for all 9<sup>th</sup> grade students, one period will focus on grade level core content and the other will be an intensely personalized support period focused on accelerating literacy and numeracy skills.
- 9th grade transition in summer (1 week 2010, 3 weeks in 2011) to give 9<sup>th</sup> grade academy teachers additional time with students to prepare them for high school.

- After school tutorial support and small group instruction will be available to students throughout the year.
- Twice monthly content area team meetings with focused on aligning instruction and deepening student engagement.
- Expanded summer school opportunities – tuition free summer school.
- Increased support for after school activities to increase number of students engaged in clubs, robotics, Academic Games, and athletics.
- After school computer lab – provide staff support to keep the computer lab open after school hours to enable students and parents to access software, information and differentiated learning opportunities.
- Improve coordination with Supplemental Education Service providers.

Research based practice standards for making best use of instructional time: (centerii.org)

- ☐ Improve time management, increase the proportion of time spent on academic subjects, and adopt alternative academic calendars to maximize the amount of time available for student learning (Aronson, Zimmerman, & Carlos, 1998).
- ☐ Actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992). This applies to independent seatwork in particular, which consumes much of the academic time in classrooms, especially at the higher grade levels (Rock & Thread, 2009).
- ☐ Monitor student performance through formative and summative assessment and use student data to inform instructional decision-making and ensure appropriate levels of instruction (Aronson, Zimmerman, & Carlos, 1998).
- ☐ Differentiate instruction by using various grouping formats, modifying assignments, allowing students to respond in multiple ways, and using other effective instructional strategies such as re-teaching and providing examples.
- ☐ Utilize classroom and behavior management strategies that reduce transition times between activities and disruptions during instructional time (Prater, 1992).

Research based practice standards for extending instructional time: (centerii.org)

- ☐ Implement professional development to aid teachers in using extra school time effectively.
- ☐ Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.
- ☐ Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.

### **Increase Rigor:**

Southwestern will explore options for offering online and onsite Advanced Placement/International Baccalaureate courses and will expand existing dual enrollment opportunities with area colleges.

The school is adding an Academic Dean to its staff who will have primary responsibility for ensuring that students have adequate guidance and multiple opportunities to maximize their academic potential.

### **Provide appropriate social-emotional and community oriented services and supports for students:**

The school will address improved attention to the social/emotional development of students through the following efforts:

- Initiate a daily advisory period in which every student will be assigned an advisory teacher.
  - In Advisory teachers will center their efforts to support students in these focus areas:
    - Self-awareness—accurately assessing one’s feelings, interests, and strengths; maintaining a well-grounded sense of self-confidence.
    - Self-management—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; achieving personal and academic goals; expressing emotions appropriately.
    - Social awareness—being able to empathize with others; appreciating individual and group similarities and differences; effectively using family, school, and community resources.
    - Relationship skills—interacting cooperatively with others; resisting inappropriate social pressure; dealing effectively with interpersonal conflict; seeking help when needed.
    - Responsible decision-making—making decisions based on factors such as ethical standards, safety concerns, social norms, respect for others, and likely consequences; applying decision-making skills to daily situations.
  - We anticipate seeing improved results in:
    - Academic performance, including substantial increases in achievement test scores.
    - SEL skills, including empathy, self-awareness, and self-management skills.
    - Attitudes about self, others, and school—students showed greater motivation to learn and deeper commitment to school.
    - Pro-social behavior—examples include increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.

- Decreased problem behavior—studies found reductions in disruptive class behavior, aggression, delinquent acts, and disciplinary referrals.
- Improve cross connection with our campus based medical service partner, Henry Ford Medical Center, to increase referrals and services for students and their families.
- Improve our relationships with other community service agencies in the Southwestern region.
- Add a social worker to the staff to work with students on social/emotional learning and connect students with community based services.

Research based practice standards for addressing social/emotional learning: ([centerii.org](http://centerii.org))

- ☐ Develop a cadre of leaders within the school who understand and support SEL and who will function as the school's SEL leadership team.
- ☐ Provide time and resources for intensive professional development and coaching, including peer coaching, so that SEL is integrated at every grade and across the curriculum.
- ☐ Communicate regularly with families and the school-community about SEL progress and successes.

**Establish Early Warning Systems to identify students who may be at risk of failure:**

The School Data Center will actively monitor the student information system and student performance data using early warning indicators to identify students at risk of failure. The data Center coordinator is charged with actively pushing out early warning data and providing assistance to instructional teams in identifying possible causes. The school attendance agent will also be notified when attendance and participation indicators are flagged.

**3.2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

At the heart of Southwestern High School's school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when, where and how to take steps that will result in improved performance. Each operational and instructional team has a team leader and a set of goals relating to improved quality of service. Collecting and analyzing data combined with reflective review of causes and consideration and implementation of solutions will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

**3.2.1. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

The school leadership team will be composed of the principal and team leaders charged with utilizing district provided performance monitoring tools and school based assessments and observations to make ongoing refinements and improvements to the school plan and its expected outcomes. These efforts will focus primarily on improving performance in areas identified as needing significant, rapid improvement for the school to reach its performance targets. Specific areas of focus be will improving academic options for Special Education students, broadening opportunities and academic options for English Language Learners, and increasing academic rigor in all content area with a heightened focus on literacy and numeracy, and expanding college going expectations for all students.

As the school leadership team identifies areas needing additional attention, team leaders supported by team coaches will bring them to the attention of instructional and/or operational teams for their input on solutions. The leadership team and coaches will have responsibility for supporting innovative team provided solutions with high potential.

**Actions to address instruction and support for Special Education Students: Year One Improvement Goals**

- Administrative and teaching staff will make *intentional* connections between students' IEP goals, testing accommodations and everyday instructional

practices (i.e., Devise a Master Schedule that strategically schedules *Membership Teachers*, Revise procedures of *In-House CSE Team*, etc.).

- Administrative and teaching staff will commit to participating in professional development for the 2010 – 2011 school year (e.g., IEP writing, co-teaching, role of general education, and using integrated technology for instruction, implementation of *teaching rubrics*).
- Formalize the procedures and protocols of the In-House CSE Team (e.g., Team membership, create a year-long compliance calendar, improve teachers' expertise on developing IEP's).

#### **Professional Development Topics (A Recommended Listing)**

Using the District's Student Information System to access IEP information on individual students

Developing more powerful IEP's (e.g., writing meaningful PLAFP, using student work to support/refute claims about students' abilities/achievements, how to implement testing accommodation in everyday practice,

Develop co-teaching rituals and routines for teachers. There needs to be a school-wide consensus as to what co-teaching *looks like* and an understanding of what the *ebb and flow* relationship *feels like* for the teachers involved.

Using integrated technologies for classroom instruction.

The role and responsibility of general education teachers in the overall process of educating students with special needs.

#### **Operational standards establishing expectations for student academic supports:**

- Identifying areas of need
  - ☐ Implement screening and progress monitoring vertically and horizontally (across grades and within grades).
  - ☐ Use screening and progress monitoring data to identify students in need of assistance and to make instructional decisions (e.g., identify skill deficits, differentiate instruction, establish intervention/tutoring groups, etc.). Monitor student progress to ensure that interventions provided to students are effective.
- Identifying areas for instructional intervention
  - ☐ Require high-quality, research-based instruction in academic and functional skills areas. These skills areas may include: (a) reading (Rivera, Moughamian, Lesaux, & Francis, 2008; Scammacca, Vaughn, Roberts, Wanzek, & Torgesen, 2007); (b) writing (Center on Instruction, 2007); (c) mathematics (Gersten, Chard, Jayanthi, Baker, Morphy, & Flojo, 2008; Jayanthi, Gersten, & Baker, 2008); (d) social/emotional skills (Denning, 2007;

Maag, 2006); (e) vocational skills (Chadsey, 2007); and (f) functional life skills (Davis & Rehfeldt 2007).

- ☐ Provide time and professional development to promote collaboration between general and special education teachers (Hollingsworth, 2001), apply universal design for learning principles and practices (Hitchcock et al. 2002; Sindelar et al., 2006), and create a climate of inclusion and multicultural responsiveness (Montgomery, 2001; Turnbull et al. 2004).
- Delivery of targeted interventions
  - ☐ Provide instruction of academic language that is direct, explicit, and systematic.
  - ☐ Curricula must include guided instruction in vocabulary (including the multiple meanings of many English words), sentence structure, and syntax as well as the organization of expository paragraphs, the function of transition words and phrases, and the range of words that appear more often in text than in oral conversation (Gersten et. al., 2007; Rivera et. al., 2008; Torgesen et. al., 2007).

### **Integrating technology:**

Every discussion looking toward instructional expectations for the coming years includes questions about access and potential for technology. These questions grow in importance as we seek ways to integrate Southwestern's international theme across instruction. In line with planned technology upgrades already installed and planned by the district, Southwestern expects to integrate technology use in all courses as the link between the classroom and the rest of the world, expanding student horizons. Technology use will be integrated into all team activities including the use of collaboration software, team web sites and appropriate Web 2.0 tools.

The 9<sup>th</sup> grade academy will make substantial use of Renaissance Accelerated Math and Accelerated Reader as part of the double period scheduled for all ninth grade students to monitor gaps in student skills and understanding and provide individualized instructional support.

Research based practice standards for extending teacher's technology use: (centerii.org)

- ☐ Ensure that teachers are comfortable using technology for their own productivity and professional learning.
- ☐ Work with professional development and instructional media leaders to integrate technology into instructional initiatives.
- ☐ Create opportunities for teachers to work together to practice with new technologies before using them instructionally.
- ☐ Consider low- or mid-tech devices that can meet the needs of students with lower purchase and maintenance costs.



- ☐ Take advantage of trial periods or demonstration copies of software to ensure that technologies meet the needs of students.

**3.2.2. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

The school will establish a data center to support the collection, analysis and utilization of data by all school staff. Plans call for a data center that serves as the nerve center of the school, uncovering trends and improving accessibility and utilization of performance data. Critical data points and progress toward targets will be on display using bulletin boards and other data displays, and incorporated into building communications.

Each teacher will have access to the district student information system from their classroom with professional development on data access, collection and analysis embedded in team development support.

The school will be utilizing an on-line grade book system operated by the district to provide parents/guardians with up to date information on their student's performance. Training for parents/guardians in use of the online reports will be offered throughout the year and they will have access to computers at the school, allowing monitoring from home or school, and use in parent/teacher conferences. Updates on school performance will be maintained through public displays in the hallways, and included in home and community newsletters. Blackboard Connect will be utilized to maintain contact with parents about individual student performance gaps and accomplishments.

**3.2.3. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.**

Instructional teams will receive additional professional development in the use of benchmark and short cycle assessments to monitor the development of student skills and understanding, identify knowledge and skill gaps, and check the impact of individual and group interventions. Teams will receive additional training in utilizing an Action Research approach to validating the

impact of interventions. All teachers will have access to the Learning Village question bank for use in creating short cycle assessments. Math and literacy teachers will also utilize on-line instructional materials such as Renaissance Reading and Math, and Kaplan's with embedded assessments.

### Grade level assessments chart

	ELA	Math	Science	Social Studies	Other
9 <sup>th</sup> grade	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	To be identified	MEAP To be identified	ELPA as needed
10 <sup>th</sup> grade	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	To be identified	To be identified	ELPA as needed
11 <sup>th</sup> grade	ACT Reading ACT Writing Quarterly Benchmark Assessments	ACT Quarterly Benchmark Assessments	ACT To be identified	MME To be identified	ELPA as needed
12 <sup>th</sup> grade	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	To be identified	To be identified	ELPA as needed

Research based practice standards for using data to monitor student performance: (centerii.org)

- ☐ Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).
- ☐ Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes (National Center on Response to Intervention, n.d.; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).
- ☐ Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding (The National Center for Fair and Open Testing, 2007).

Research based practice standards for aligning data with instructional strategies: (centerii.org)

- ☐ Continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns (Tomlinson & Allan, 2000; Tomlinson, 2001; Moon, 2005).
- ☐ Use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals (Hall, 2002).

- ❑ Use differentiated instructional strategies to include special education students in the general education curriculum (Boderick, Mehta-Parekh, & Reid, 2005) and to respond to the unique needs of diverse gifted learners (VanTassel-Baska & Stambaugh, 2005).

**3.2.4. Discuss how the school has clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives with the team and school goals as well as utilizing best practices for embedded professional development. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. “Unpacking the standards” will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches.

Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by MSSP to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed by October 1, 2010 with input from teams on PD needs to support implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

**3.3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.**

The district is establishing an office of high priority schools to support school turnaround efforts. The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

**3.4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

MSSP, the school's partner provider, will provide school development assistance focused on building the school's capacity to reach its performance goals. MSSP utilizes a team based approach, supported by team coaches, utilizing best practices drawn from educational research, with the following key stages in team development:

Building Instructional Team Capacity

1. Professional development and team coach support on protocols and procedures for working as a team
2. Professional development, team coach and school based data center support on collecting and monitoring data using various assessments, the student information system, and early warning indicators
3. Professional development and team coach support on collaboratively improving instruction and Action Research
4. Professional development and team coach support on intervention – What do we do when the data says something isn't right – applied Action Research and use of Response to Intervention strategies
5. Professional development opportunities to expand the team's knowledge base including team determined professional development

6. Professional development and team coach support on sustaining the foundations of new instructional practices

#### Building Leadership Team Capacity

1. Refine and clarify our understanding and beliefs
  - a. About the mission of public schooling
  - b. About what needs to change and how in this school
  - c. About motivating and supporting student learning
  - d. About the role of our own courage and passion in this process
2. Practicing change leadership - building coherence
  - a. Impacting organizational culture
  - b. Impacting daily instructional practice
  - c. Impacting the performance of individual students
  - d. Engaging the public in the mission
3. Daily practices
  - a. Know the data before its data (prediction)
    - i. Walk through every nook, observe every practice (with an analyst's eye not a critic's)
    - ii. Own the data – these are your results too
  - b. Are you a leader or a boss?
    - i. People who are happy in their work, do better work
    - ii. What are you doing to improve working conditions?

MSSP facilitation will be provided by the organization's co-directors, Linda MacDonald and Ron MacDonald. They will be responsible for overseeing capacity building, facilitating leadership team development, organizational development, project coordination, supporting use of technology for instruction and performance monitoring, and assisting in organizational and instructional team development. An experienced team coach with multiple years of experience in instructional leadership at the school and district levels will have the lead role in assisting instructional teams in developing working protocols and building their capacity to address instructional needs. Additional content area coaches will be provided through grant funding as needed to support instructional and content area teams. A district provided literacy coach will also be part of the support team. A district provided project coordinator will be responsible for overseeing the project and monitoring progress.

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The following section contains the draft plan presented to school faculty in June 2010 by the School Design team composed of the principal and instructional staff, with input from the schools grade level teams and data team, with technical assistance from MSSP.

# **School Reorganization and Development for Southwestern High School**

***DRAFT May 31, 2010***

## **Mission:**

**Our mission at Southwestern High School is to provide our students with outstanding opportunities to prepare for life beyond high school through a rich and diverse exploration of the cultures, literatures, languages, sciences, communications, technologies and innovations that drive our society both locally and globally.**

## **Vision:**

**Our Vision for Southwestern High School utilizes a team based approach school wide to ensure all of our students are successfully engaged by high quality instruction that:**

- ☐ **Educates all students through instructional opportunities that integrate development and application of knowledge and skills across traditional content boundaries.**
- ☐ **Offers in every course a diverse array of opportunities to engage in exploration and building understanding of cultures and languages around the globe.**
- ☐ **Utilizes technology to expand our cultural and knowledge horizons, examine world cultures, communicate globally, engage in global networks and become accomplished cross cultural navigators.**
- ☐ **Meets all students where they are and provides multiple opportunities to accelerate their learning, close academic knowledge and skill gaps, and turn multi-linguistic capabilities into an advantage.**
- ☐ **Enriches all students' lives and educational progress through a technology rich, challenging and culturally enriched curriculum that prepares them for the world beyond high school.**

## Our Core Beliefs about Southwestern High

### As an Educational Organization

- We must prepare 100% of students for real life during and beyond high school, educate all regardless of circumstances - to the highest possible standards
- We must make students feel welcome and safe, nurture them
- We must build students' confidence and knowledge to give them access to success
- We are well educated, dedicated teachers searching for ways to reach every child
- We accept responsibility for guiding and developing student learning
- We aspire to be a cohesive, focused organization acting to meet common goals related to shaping hearts and minds of students
- We are flexible enough to change when needed

### On the Art & Science of Teaching

- As teachers we are special people with a critical role:
- Patient yet creative
- Able to teach in spite of challenging situations
- Innovative and creative in midst of change
- Responsive to needs and variability of students
- Acts with concern and empathy for all students
- We are well prepared for our role as teachers
- Subject expertise
- Psychological intuition
- Knowledgeable about learning styles and strategies
- Able to establish a "knowledge building" relationship with students
- Keeps up to date on changing educational landscape

### About the School and Its Community

- The community expects the school to prepare students to be competent, reliable members of the community
- The community and the school need a positive and open relationship
- The school needs to maintain close ties to the community to understand local values and culture
- A school and its community should have a collaborative relationship
- The community is the student's primary connection to the real world

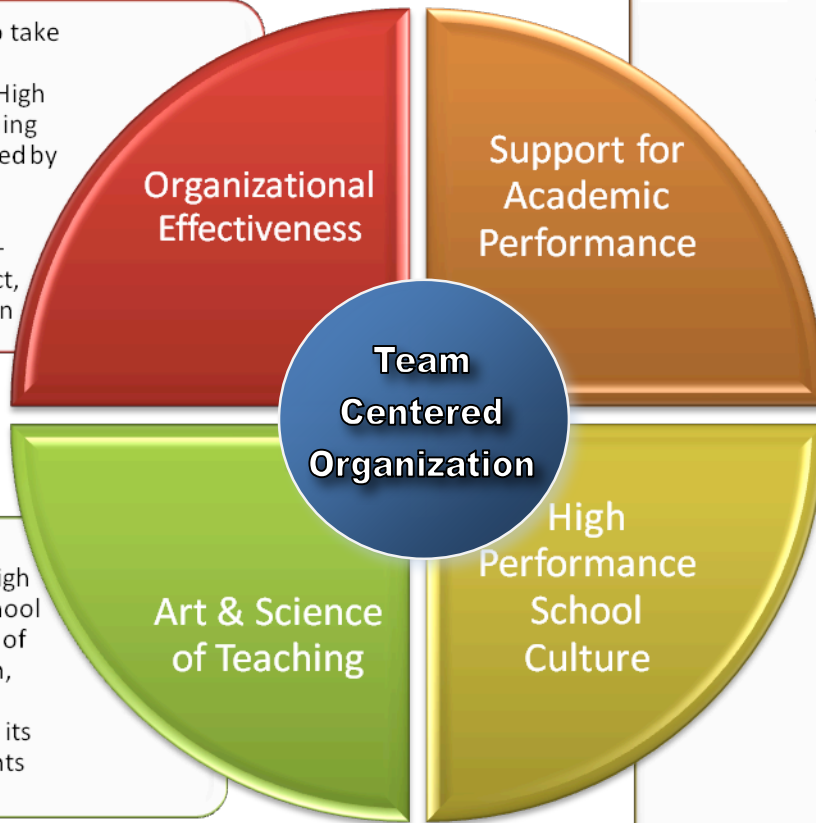
### About Student Learning

- Students have multiple responsibilities – some of which may interfere with school learning
- Students are surrounded by multiple demands on their attention
- The curriculum we teach is getting deeper and more complex (i.e. genetics)
- To teach students we have to know them
- Students learn best when we can tap into their own curiosity and actively engage them
- Students like to be challenged and allowed to express their thoughts



## Southwestern High School Strategies:

• We will work in teams to take the steps necessary to establish Southwestern High School as a high functioning organization characterized by quality of the service we provide to the various constituencies we serve - students, parents, district, community, and our own staff.



• As an institution with an educational mission, the entire staff of Southwestern High School will continuously strive through team efforts to more deeply engage in professional habits of practice that result in continuous growth in our organizational capacity to improve academic performance.

• As a result of our team efforts, Southwestern High School will become a school recognized for the value of its instructional program, the attractiveness of its school environment and its ability to prepare students for the future.

Southwestern High School will go as far beyond the traditional boundaries of time and place as we need to go to provide adequate academic supports and instructional practices to drive significantly improved student academic performance and life impacting academic and social skills.

## Southwestern High School Goals:

### Goal #1

- Organize our school in teams to achieve a state of operational efficiency and effectiveness that provides satisfactory service to all our constituents.

### Goal #2

- Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.

### Goal #3

- Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring teachers.

### Goal #4

- Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.

### Goal #5

- Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas.

## Southwestern High School Objectives:

### Goal #1

- **Improve organizational effectiveness by:**

- Organizing and assigning responsibility for quality of all major operational initiatives by work teams
- Principal, assistant principals and key instructional leaders have access to frequent, readily available and engaging coaching in organizational planning and development
- Provide technical assistance in alignment of organizational initiatives and resource allocation
- Provide technical assistance in developing, monitoring and responding to performance benchmarks.

### Goal #2

- **Expand support for high level academic achievement by:**

- Establishing instructional teams that collaborate horizontally and vertically to improve alignment and coherence of instruction
- Provide grade level teams with the time and tools to monitor and intervene when student performance falls below expectations
- Provide high quality extended day and extended year options to help students build and extend core skills and knowledge
- Offer a broad range of high academic performance options allowing students to reach beyond common performance standards (IB/AP).

### Goal #3

- **Establish a School Wide Culture of High Performance Expectations by:**

- Engaging instructional and operational teams in identifying the benefits and demands of delivering on high performance
- Building a habit of recognizing and reinforcing high performance when and where it occurs
- Quickly recognizing and addressing low performance issues at the team level
- Demonstrating daily our concern for student's success, our encouragement of their dreams, and our faith in their ability.

### Goal #4

- **Demonstrate the Art & Science of Engaging Teaching by:**

- Aligning our instructional efforts to help students make sense of the interdisciplinary relationships embedded in our learning standards
- Utilize technology, text, and community based resources to provide students with the broadest possible understanding of the context and applications of their developing knowledge and skills
- Ensure that all instruction is student centered and engaging by monitoring the instructional outcomes of our teaching, engaging in peer observations and coaching, and utilizing opportunities to extend and improve instructional practice.

### Goal #5

- **Improve Student Performance in Core Content**

- Achieve our student proficiency targets in ELA.
- Achieve our student proficiency targets in Math.
- Achieve our student proficiency targets in Science.
- Achieve our student proficiency targets in Social Studies.

## The Art & Science of Teaching:

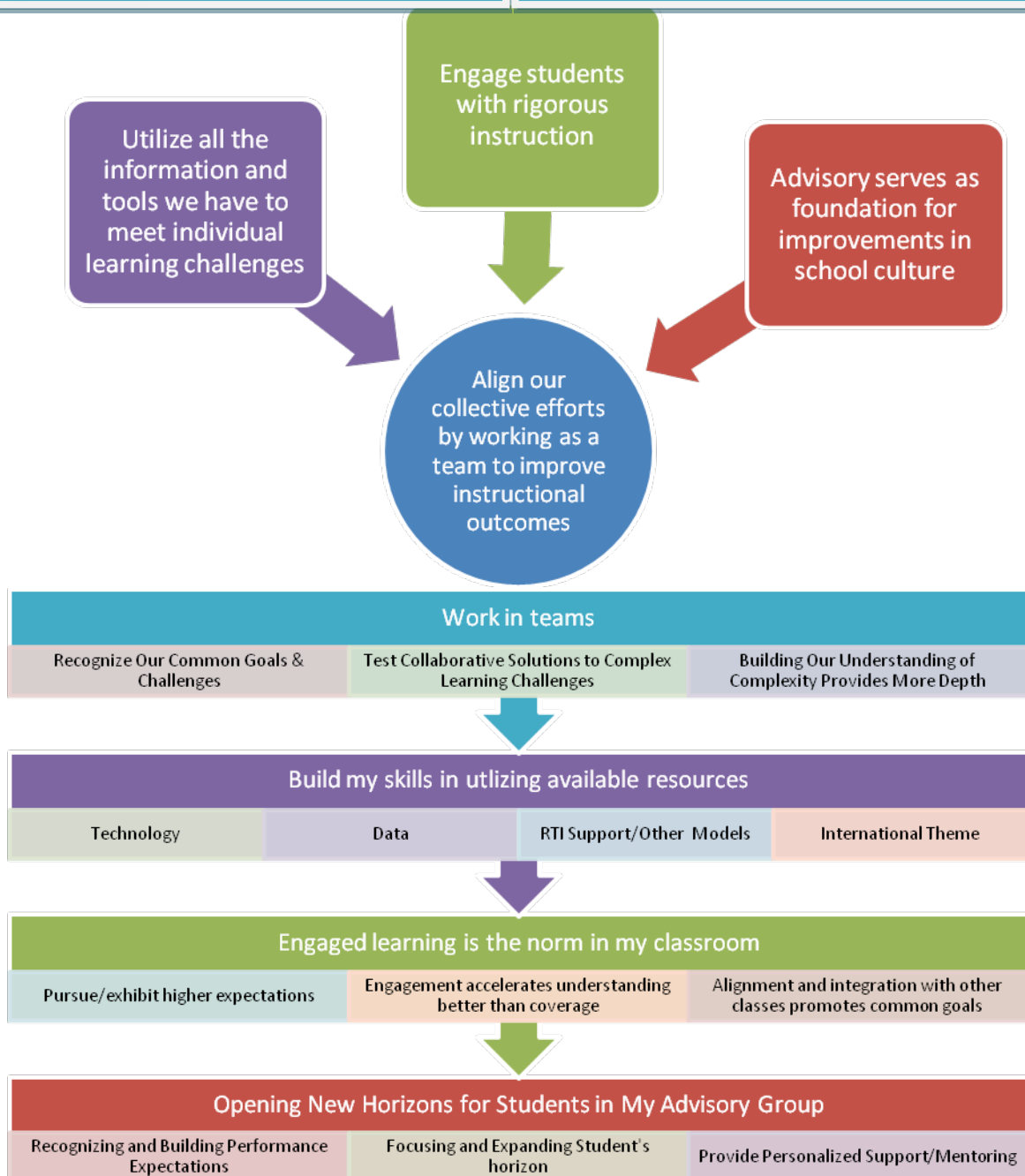
- As a result of our team efforts, this High School will become a school recognized for the value of its program of study, the attractiveness of its school environment and its ability to prepare students for the future.

### Goal 2:

- Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.

### Goal 5:

- Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas



### High Performance School Culture:

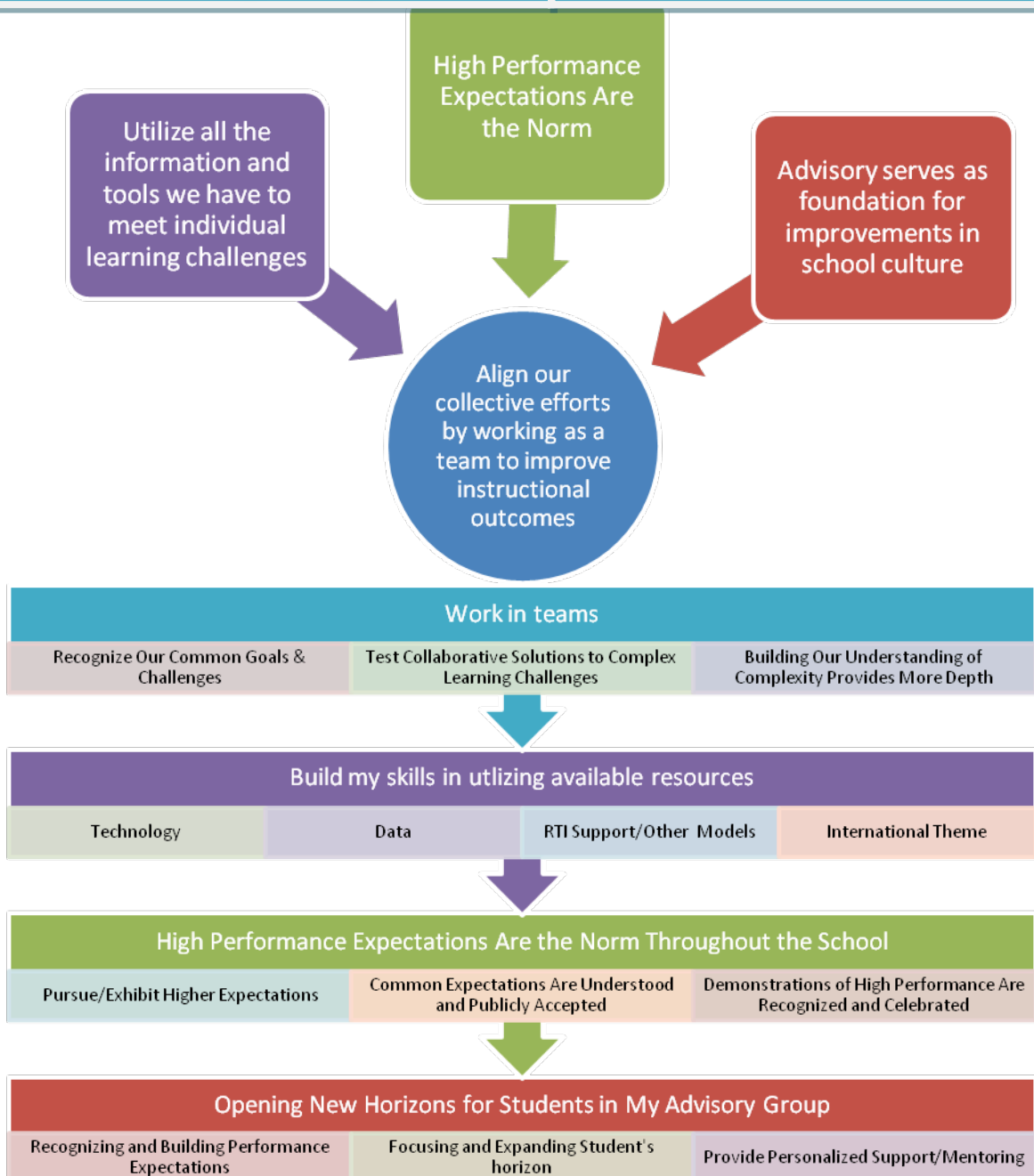
- This High School will go as far beyond the traditional boundaries of time and place as we need to go to provide adequate academic supports and instructional practices to drive significantly improved student academic performance and life impacting academic and social skills.

#### Goal 3:

- Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring teachers.

#### Goal 4:

- Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.



### Support for Academic Performance:

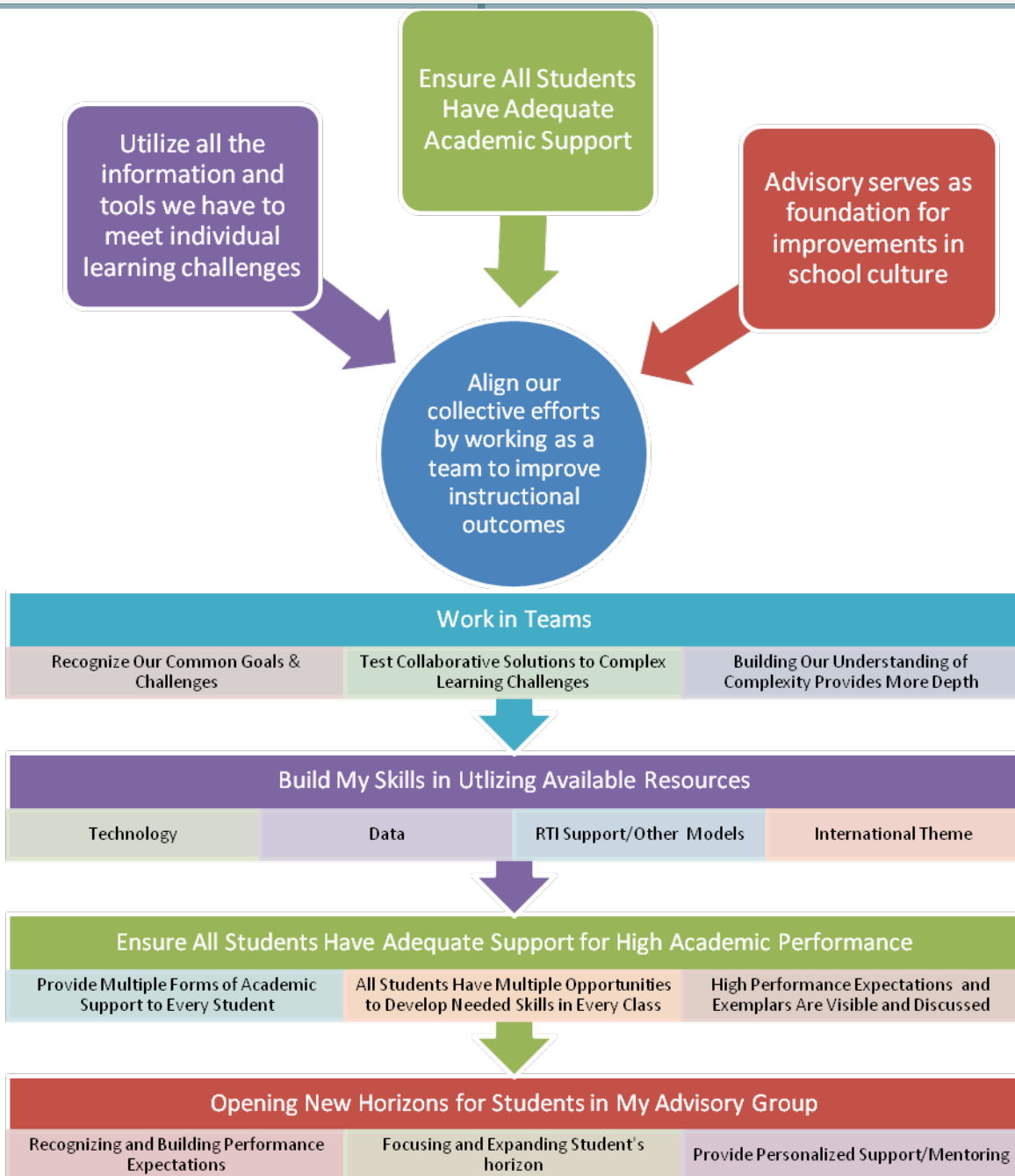
- As an institution with an educational mission, the entire staff of this High School will continuously strive through team efforts to more deeply engage in professional habits of practice that result in continuous growth in our organizational capacity to improve academic performance.

#### Goal 2:

- Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.

#### Goal 4:

- Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.





### Organizational Effectiveness:

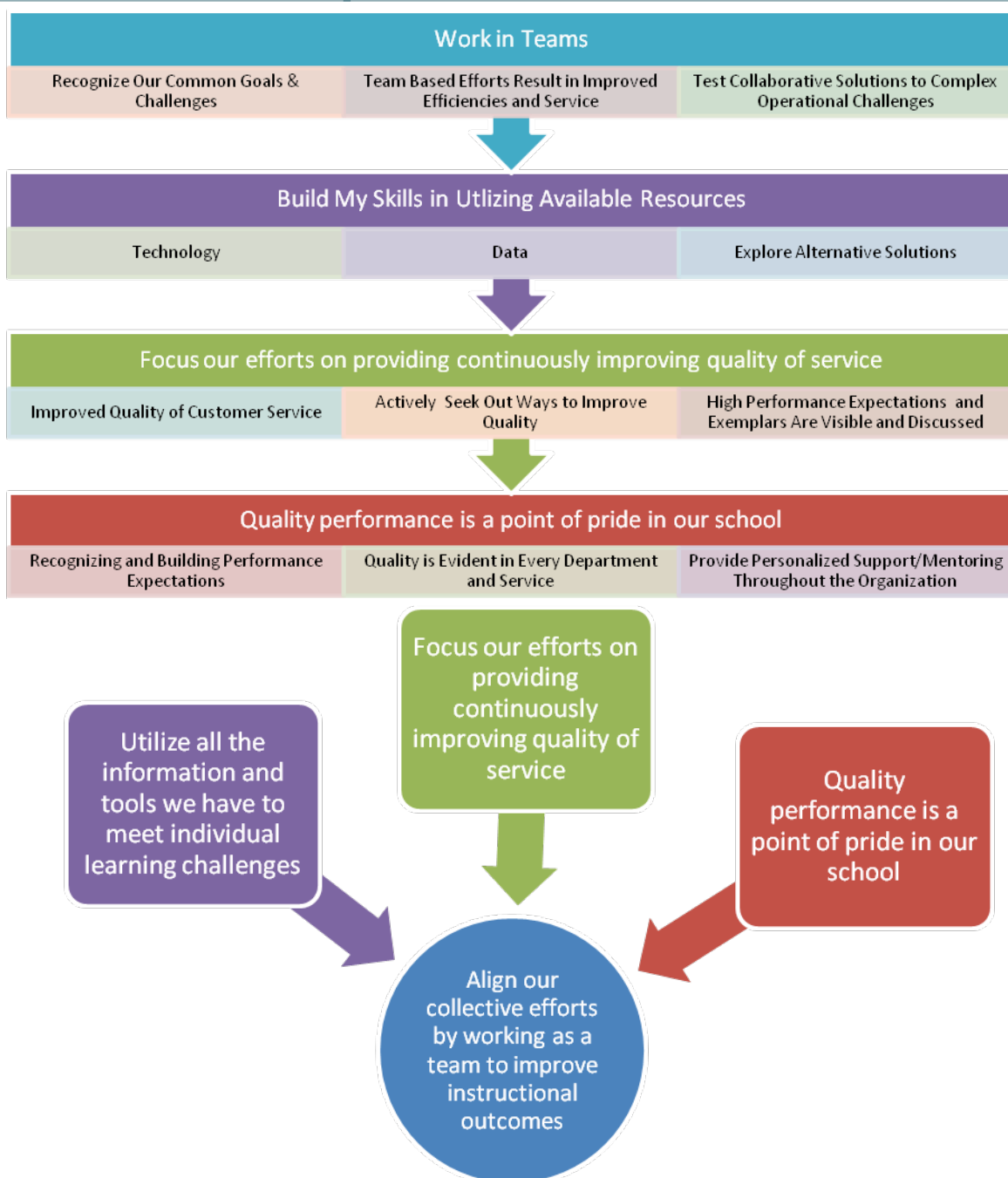
- We will work in teams to take the steps necessary to establish this High School as a high functioning organization characterized by quality of the service we provide to the various constituencies we serve - students, parents, district, community, and our own staff.

#### Goal 1:

- Organize our school in teams to achieve a state of operational efficiency and effectiveness that provides satisfactory service to all our constituents.

#### Goal 3:

- Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring staff.



## **ATTACHMENT VI**

### **Policies and Practices Change Analysis to Implement the SIG Final Requirements**

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

	<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>	
	• Leadership councils Composition		<b>X</b>		
	• Principal Authority/responsibility	<b>X</b>			
	• Duties – teacher	<b>X</b>			
	• Duties - principal	<b>X</b>			
	• Tenure	<b>X</b>			
	• Flexibility regarding professional development activities	<b>X</b>			
	• Flexibility regarding our school schedule (day and year)	<b>X</b>			
	• Waivers from district policies to try new approaches	<b>X</b>			
	• Flexibility regarding staffing decisions	<b>X</b>			
	• Flexibility on school funding		<b>X</b>		
	<b>Job-Embedded Professional Development</b>				
	Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	<b>X</b>			

<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>	
• Schedule	<b>X</b>			
• Length	<b>X</b>			
• Financing	<b>X</b>			
• Instructors		<b>X</b>		
• Evaluation	<b>X</b>			
• Mentoring	<b>X</b>			
<b>Budgeting</b>				
School funding allocations to major spending categories • School staff input on allocation	<b>X</b>			
• Approval of allocation	<b>X</b>			
• Change of allocation midyear	<b>X</b>			
Major contracts for goods and services • Approval process streamlined		<b>X</b>		
• Restrictions (e.g., amounts, vendors)		<b>X</b>		
• Legal clarifications		<b>X</b>		
• Process		<b>X</b>		
• Stipulations (e.g., targeted vs. unrestricted spending)		<b>X</b>		
• Timeline	<b>X</b>			
• Points of contact	<b>X</b>			
Auditing of school financial practices Process	<b>X</b>			
• Consequences	<b>X</b>			

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998



